



RUSD

**RIVERSIDE UNIFIED
SCHOOL DISTRICT**

TITLE: Director V- Inclusive Practices and MTSS

WORK YEAR: 218 Days

REPORTS TO: Deputy Superintendent

PRIMARY FUNCTION:

Under the direction of the Deputy/Assistant Superintendent the Director of Inclusive Practices and MTSS oversees the shift from a compliance-driven model to a quality-driven instructional model. The Director focuses on equitable access to core instruction. This position oversees the Mutli-Tiered Systems of Support (MTSS) for the District. Responsible for developing, leading, implementing, monitoring, and collaborating with district and site leaders in the integration of district-wide and site-based Multi-Tiered Systems of Support (MTSS) that support the whole child. Provide strategy, knowledge, guidance, and support to and build the capacity of District and building level administrators, teachers, and student support staff to improve student academic, behavioral, and social emotional outcomes and well-being through professional development, programming, and resources.

Education & Certification:

- Master's Degree in Education, Educational Administration, or a related field (Doctorate preferred)
- Valid Administrative Services Credential
- Valid Credential

Experience:

- Minimum of 5 years of successful site-level administrative experience (Principalship required)
- Minimum of 2 years in District-level administration.
- Demonstrated success in building community partnerships and engaging diverse stakeholder groups

Key Responsibilities

Instructional Leadership & Quality

- Oversee the district-wide rollout of UDL frameworks to remove barriers to learning for all students, recognizing that inclusive strategies benefit the entire student body.
- Design and implement professional development. Train General Education and Special Education teachers to share classrooms, responsibilities, and students effectively.

- Ensure students with Individualized Education Programs (IEPs) are provided with high-level, grade-aligned curriculum.
- Ensure all programs comply with federal and state regulations, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA).
- Provide coaching and mentorship to site administrators and teaching staff on the nuances of meaningful inclusion and differentiated instruction.
- Training staff on evidence-based interventions, inclusive pedagogy, progress monitoring, and any relevant data systems
- In collaboration with Instructional Services, engages school based committees to build a common understanding of the instructional vision and their critical role in supporting the attainment of the vision.

Data Analysis

- Analyze student achievement data specifically for students in inclusive settings to measure the efficacy of instructional interventions and UDL implementation.
- Leading teams to analyze student data for screening and progress monitoring to guide instructional changes.
- Collaboratively works with District office personnel and school principals to ensure data systems are in place and to develop and determine how best to monitor student data for problem solving, using data team processes in schools.
- Facilitates and supports the collaborative planning and inquiry cycles with District and school based teams to assess processes and guide decisions.
- Builds capacity of District teams (Curriculum and Instruction , Special Education, counseling, etc) to utilize data to inform instructional planning and monitor the effectiveness of academic and behavior instruction at the core, supplemental, and intensive instruction/intervention levels.

Multi-Tiered Systems of Support

- Provides leadership in the development and implementation of the comprehensive District MTSS Plan.
- Collaborates with District leaders to ensure the integration of MTSS into the District strategic plan.
- Applies knowledge of the MTSS framework, tiered academic supports, positive behavioral interventions and supports (PBIS), , social emotional learning (SEL) restorative practices, trauma-informed practices, and family engagement to build knowledge and capacity of leaders and teachers to improve students outcomes and well-being.

- Provides guidance on the development of training and ongoing coaching to school leadership teams and teachers on the MTSS framework and implementation strategies.

Knowledge, Skills & Abilities

- Advanced principles of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS).
- Research-based co-teaching models (e.g., station teaching, parallel teaching, team teaching).
- California State Standards and strategies for providing "entry points" for diverse learners without lowering expectations.
- The distinction between "Compliance-Based" Special Education and "Quality-Based" Inclusive Instruction.
- Bridge the gap between General Education and Special Education departments to facilitate a unified instructional vision.
- Navigate the intersection of legal IEP requirements and high-quality classroom practice.

WORKING CONDITIONS:

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (*reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions*):

Physical:

- Ability to push, pull, and transport instructional and/or presentation materials.
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach.
- Ability to commute to various locations to conduct business.

Mental:

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.

Environment:

- Indoor - frequently
- Outdoor – occasionally